

Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Tany's Dell Primary School & Nursery
Number of pupils in school	400
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025-2028
Date this statement was published	September 2025
Date on which it will be reviewed	December 2025
Statement authorised by	Dean Beaumont Headteacher
Pupil premium lead	Fern Middleton Deputy Headteacher
Governor / Trustee lead	Jenny Wakelin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 206,040
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 206,040

Part A: Pupil premium strategy plan

Statement of intent

Here at Tany's Dell, we passionately believe that it is our role to ensure that each and every one of our pupils leaves our school reaching their full potential, ready to move on to the next stage of their learning and prepared to be informed, responsible, productive, confident and resilient citizens of the future. Our intention is to use our Pupil Premium funding effectively, to make certain that our provision reflects the need to overcome the socio-economic, emotional and academic barriers we have identified and also includes opportunities to increase cultural capital, leading in turn to improved life chances. We recognise that all children have the potential to be disadvantaged in some way at some point in their lives and so access to support offered by the Pupil Premium Strategy Plan is needs based and not dependant on an official entitlement to Pupil Premium spending. Pupil progress meetings are held, where the current assessments and needs of every child are discussed and specific, targeted interventions are considered/planned for those children identified as in need.

We see reading as a key skill for life and a valuable opportunity to develop cultural capital, increase children's ability to understand and comprehend and extend their vocabulary. We place great importance upon every child learning to read.

We intend to raise attainment in writing by consistently promoting good speaking and listening skills using standard English; helping children use this to extend their vocabulary, improve their grammatical accuracy and develop the range of sentence types and structures that they use in their writing across the curriculum.

We endeavour to ensure that the emotional health and well-being of the whole school community is identified, analysed, supported and maintained in order to have a positive impact upon attendance, readiness to learn and pupil progress. Also, to pro-actively support and ensure the impact of quality first teaching.

Our current strategy reflects the impact of food poverty, temporary accommodation and overcrowded housing upon many of our disadvantaged pupils and the steps that we are able to take as a school to support our children and their families. We strongly believe that a child who feels safe and secure at home, as well as school, is one who will flourish and reach their potential. It is our intention that we make as fuller use as possible of the Pupil Premium funding stream, to ensure that we can give our disadvantaged children the very best support we can offer.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	We recognise that a significant proportion of our children enter school with very poor speech and language skills and/or very limited vocabulary. Many of our children have had poor communication and life experiences within their home environment.
2	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics, reading and basic maths skills than their peers.
3	We also recognise that many of our children are living in situations that have an emotional impact, which in turn affects their ability to focus. This includes constantly changing adult relationships, adult mental health issues, drug and alcohol abuse and domestic violence. The lockdowns and the lasting impact of Covid-19 on adult mental health has exacerbated this issue even further.
4	A proportion of our parents struggle to maintain organised routines, which can directly impact upon school attendance, morning hunger and readiness to learn. Many of them have experienced similar disorganisation in their own childhoods.
5	53 of our children and their families are currently living in densely populated, office converted, temporary accommodation. These, and the families of numerous other children, regularly seek support from us for things like food and clothing. Many of our parents are in need of financial support for educational visits and other opportunities to develop cultural capital that we offer.
6	Aspirations among many of our parents is low and many of them have experienced their own negative school experiences. Adult post 16 education statistics are extremely low within our catchment area. Remote lockdown learning highlighted significant differences between those parents who were able to support their children and those who lacked the skills to be able to do so. This continues to have a considerable impact on our progress in narrowing gaps. A large majority of our children enter our school below or well below national expectations.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills and vocabulary, leading to improved reading and writing attainment.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence,

	including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved attainment from baseline assessments at the end of each KS, leading to future improved outcomes.	<p>Future achievement data will demonstrate that the number of children achieving the expected standards is in line with or above national and there is no significant gap between the achievement of disadvantaged pupils and their peers.</p> <p>Pupil Progress Meeting Data is being used effectively to identify pupils in need of additional intervention to make accelerated progress in order to achieve this expectation.</p> <p>Families are appropriately supported to ensure that effective home learning is possible for all children.</p>
All children are supported emotionally and physically to ensure that they are ready to learn and reach their full potential.	<p>Pupil surveys demonstrate that children are happy and feel safe in school.</p> <p>Families are appropriately supported to help vulnerable children feel happy and safe at home.</p> <p>No child is too hungry to learn.</p>
Good levels of attendance for all pupils achieved and maintained, particularly those at risk of poor attendance due to issues within the home.	<p>Attendance is being maintained at or above national expectations for all pupils.</p> <p>There is no significant gap between the attendance of disadvantaged pupils and their peers.</p>
Raised aspirations and self-esteem for all pupils, particularly those who are vulnerable.	The curriculum provides opportunities for children to reflect upon their abilities, recognise their potential and have strategies to achieve this.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £13,540

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain and develop Little Wandle resources (DfE validated systematic synthetic phonics programme) to secure	<p>Phonics approaches have a strong evidence base indicating a positive impact on word reading, particularly disadvantaged pupils:</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	2

stronger phonics teaching for all pupils. We will purchase resources and training for all teachers and learning support staff.		
Engaging with the Matrix Maths Hub, as part of the sustaining for mastery group, in order to continue to enhance our maths teaching and curriculum planning in line with DfE, EEF and NCETM guidance. We will fund teacher and support staff release time, in order to access Maths Hub resources and CPD.	The DfE non-statutory guidance has been produced in conjunction with the NCETM, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 EEF	2
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support, through interventions or quality first teaching: Education Endowment Foundation EEF	1,2
Targeted interventions, led by school SEN team, with a specific focus on raising self-esteem, developing positive relationships, self-awareness and self-regulation.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (eg improved academic performance, attitudes, behaviour and relationships with peers). Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)	1, 3, 4, 6

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £155,362

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions, targeted at pupils who require further phonics support, making effective use of Little Wandle catch up programme.	Phonic approaches have a strong evidence base, indicating a positive impact upon pupils, particularly from disadvantaged backgrounds: Phonics EEF (educationendowmentfoundation.org.uk)	2

Additional reading sessions for those children not adequately supported at home, in order to improve reading ability, leading to reading for pleasure..	<p><i>‘ Evidence suggests that children who read for enjoyment every day not only perform better in reading tests than those who don’t, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures. In fact, reading for pleasure is more likely to determine whether a child does well at school than their social or economic background. ‘</i></p> <p>Pearson Education Website – Help your child with reading page.</p> <p>reading_for_pleasure.pdf (publishing.service.gov.uk)</p>	2, 6
1:1 ‘on the spot’ and ‘re-teach’ tuition for targeted pupils in Y5+Y6.	<p>Individual tuition, targeted at specific needs and knowledge gaps, can be an effective method to support low attaining pupils, or those falling behind.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>https://completemaths.com/blog/item/mark-mccourt</p>	2, 6
Teacher led after school small group tuition to address gaps in reading, writing and maths.	<p>Small group tuition, targeted at specific needs and knowledge gaps, can be an effective method to support low attaining pupils, or those falling behind.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	2, 6
Additional support for children with specific barriers to learning, including poor speech, language and vocabulary development through disadvantage and children vulnerable through hearing impairment.	<p>Oral language interventions can have a positive impact on pupils language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 6

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 37,138

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of a full time Family Support Worker to work with children and their families on issues such as:</p> <ul style="list-style-type: none"> • parenting skills • attendance issues • housing issues • adult relationships, including domestic abuse • mental health support • safeguarding • young carers 	<p>Evidence shows that supporting parental engagement, including more intensive support for families who are struggling or in crisis, has a positive impact on pupil's progress and well-being.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	3, 4, 5, 6
<p>Provide the opportunity for all children to start the day with a good breakfast, ensuring that no child is too hungry to learn. Engage with National School's Breakfast Programme.</p>	<p>There is substantial evidence supporting the idea that children will not engage with learning and make progress when they are hungry. This includes staggering statistics about the levels of food poverty currently in this country and particularly in our catchment area.</p> <p>Why we are needed Magic Breakfast</p>	4, 5
<p>Promote positive well-being and develop resilience and self-esteem for identified children, through the use of the local 'Plants,</p>	<p>Plant Pots and Wellies - Childrens Area</p> <p>The evidence of the positive impact of gardening on health and well-being is substantial and well-documented. Gardening has been shown to have a wide range of benefits, including:</p> <ul style="list-style-type: none"> • Improved physical health • Enhanced mental health 	3, 5

Pots and Wellies' programme.	<ul style="list-style-type: none"> • Social connections • Mental Wellbeing 	
Provide financial support for educational visits and extra-curricular activities.	<p>The importance of developing children's cultural capital and the links that this has to social mobility are well documented. For example:</p> <p><i>'According to many (including OFSTED), high cultural capital is important because of the social inequalities in our country. Because our habitus is in part determined by our upbringing, some students will, because of their home life, develop high cultural capital that universities and employers value and will therefore be at an advantage over those who have a lower cultural capital. By planning for cultural capital within the curriculum schools can help those students who may otherwise not have a high cultural capital and, in doing so, help reduce social inequalities.'</i> Chris Quigley</p> <p>We recognise that opportunities to take part in extra-curricular activities and educational visits are valuable opportunities to support the development of children's cultural capital. We also actively seek funding for musical instrument lessons for children known, or previously known, to social care, through Essex Music Hub and Virtual Schools.</p>	5
<p>Embedding principles of good practice set out in Working together to improve school attendance - GOV.UK</p> <p>This will involve:</p> <ul style="list-style-type: none"> • Family Support Worker's attendance officer role, working closely with families • Recognition to encourage positive attitudes to school attendance. • Employing an additional part time attendance 	<p>The DfE Guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	4

officer to support with improving attendance of persistent absentees		
Contingency fund for acute issues.	In our experience, there are often unplanned for issues that arise as the year progresses, so we have decided to set a small amount aside for these.	All

Total budgeted cost: £206,040

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Our Pupil Premium Strategy is one that is continuously evolving and building on from our previous successes, as recognised by David Laws in 2015, when we received the National Pupil Premium Award (one of only seven schools in Essex). Pupil outcomes demonstrate that our Pupil Premium Strategy is having a significant impact upon academic outcomes for our disadvantaged pupils.

The Cost-of-Living Crisis continues to have an impact upon our children and their families. The increased financial pressures that already struggling families are now finding themselves contending with, together with the increase in cases of domestic abuse that we have identified and the deterioration in mental health that has affected our local community, are key factors. However, we have continued to strive to make the best use of our Pupil Premium Strategy to ensure that our disadvantaged children are given every opportunity to make good progress.

Our 2025 assessment data shows that our disadvantaged children performed extremely well. When compared to the main national figures, our disadvantaged children performed significantly above national at expected and in line with or above national at GDS.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Spellzone	Spellzone Ltd
SATs Bootcamp	C4K Education
Purple Mash	2 Simple
TT Rockstars and Numbots	Maths Circle
Provision Map	TES